

Use of internet resources during lessons

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Abstract: The study of foreign languages plays an important role in the modern world. This article explores the use of Internet resources during English lessons, as well as working with information and communication technologies (ICT) and the use of multimedia teaching methods. Therefore, it is so important to improve the method of using computer information technologies in teaching English.

Key words: individualization, digital technologies, presentation, electronic dictionaries, multimedia (electronic) textbooks, communicative interaction

1. Introduction

Modern pedagogical technologies such as teaching using elements of cooperation, design methods, the introduction of modern information technologies, Internet resources can help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the capabilities of children, their level of training. Multimedia technologies are understood as a set of computer technologies that simultaneously use several information media: graphics, text, video, animation, and sound effects. In other words, multimedia involves the presentation of information in various forms simultaneously (using sound, graphics, video, animation, etc.). It should be noted that today the Internet acts as a qualitatively new media, combining all existing ones (video, text, audio, graphics).

The term "digital technologies" today is interpreted ambiguously. Originally, this term was used to refer to technologies containing binary code. However, due to the widespread use of personal computers and mobile devices, the word "digital" has become widespread, and has become synonymous with the words "electronic" and "computer". This is

confirmed by the online dictionary Merriam Webster, which defines the word "digital" as electronic ("electronic") and computerized ("computerized").

So, in our article, by multimedia and digital technologies, we mean a wide range of tools and resources containing information presented in various formats, based on computer and mobile technologies. In the term "digital technologies" we include the concepts of computer, information, information and communication and telecommunication technologies.

It is customary to refer to digital and multimedia resources used today in lingua didactics:

- electronic dictionaries, educational (explanatory, translated, terminological, reference, illustrated, interactive);
- authentic materials in the target language (in text, graphic, video, audio, game formats);
- special educational resources for teaching foreign language (electronic textbooks and printed tasks created with a computer, shell programs; interactive UM);
- applied programs (MS Word, MS PowerPoint, web browsers);
- means of electronic synchronous (chats, instant messengers, videoconferences) and asynchronous (e-mail, forums, study groups in social networks) communication;
- educational Internet resources (hotlist, multimedia scrapbook, treasure, subjact sample, webquest).

These technologies are used in language teaching in various forms of organization of trainees' activities, such as: classroom work; extracurricular work; distance learning and blended or combined learning, containing elements of classroom and distance learning. It should be noted that blended learning is currently considered the most promising form of

teaching foreign languages. With a competent approach, it allows you to combine direct communication with the teacher and the group and the use of digital technologies in classroom lessons in order to organize independent work and additional communication using electronic means of communication. However, in secondary school, the main forms of organizing educational activities using multimedia and digital technologies will be classroom (primarily) and extracurricular work.

According to the access mode, it is customary to divide multimedia and digital resources available on a separate computer (offline resources), on a local network or on the Internet (online resources). Multimedia and digital resources in training FL can perform the following functions: • training (used for the presentation of language material); • trainer (used to practice skills and develop communication skills); • controlling (used to control the formation of skills and abilities); • combined (combines the elements of the above). When planning a lesson / fragment, lesson / series of lessons using digital and multimedia technologies, you should use the general principles of lesson planning, that is, organize the work in three stages: before text (a task preceding the use of digital technologies); text (using DT); after text (tasks performed after the completion of work with the DT).

Of course, such tasks should be organically built into the course of both a specific lesson and a series of lessons (training course). When planning a lesson, it is also extremely important to identify the initial level of students' PC proficiency, for example, through an entrance test. Before using digital resources in a foreign language lesson, students must have general and academic computer skills at a certain level (depending on the level of study). Organizational forms of work in a foreign language class using ICT remain the same: individual, group and pair work. English is a subject that, due to its own specifics, implies a more flexible and extensive introduction of all kinds of technical means of study. As a result, it is not surprising, in fact, that in teaching a foreign language 10 new opportunities

opened up by multimedia devices began to be used in various fields of activity.

The leading role here, naturally, is played by multimedia methods. But first I would like to consider the use of simple multimedia documents in the lesson, which the teacher himself can compose in the Microsoft Word program, and demonstrations (PowerPoint). They are simple to perform and use, but they play a great role in intensifying the lesson and increasing its emotional impact on students. The advantage of Word documents is their relatively small capacity and ease of creation. The teacher has the opportunity to develop them for a specific topic and group, infinitely diversifying options. At the same time, these documents do not lose the positive qualities of multimedia: they are bright, provide students with the opportunity to work in the mode in which they are comfortable and expand their work opportunities[6].

What is the attraction of multimedia (electronic) textbooks for teachers and students? The fact is that the knowledge that ensures an increased level of professional qualifications is constantly and constantly changing. Electronic textbooks make it possible to find these changes and thus guarantee an increased level of training. 13 Advantages of electronic textbooks: - clarity of presentation of the material (use of color, pictures, sound, video, animation, etc.); - built-in test systems provide instant control over the assimilation of the material; - interactive mode allows students to control the speed of passing the educational material themselves; - the ability to constantly adjust the textbook as new data appears (the electronic textbook is located in one specific space of a virtual place, which millions of people have access to, so that you can change something, it is enough to edit the file, and the next day millions of people will see the edited version of the tutorial); - easy to use[2].

Defects that are present at the moment in electronic textbooks: - inaccessibility of real accounting of the age-related individuals of the declared circle of students; - inaccessibility of "binding" to certain lexical and grammatical material of the program, which the student is interested in. - limited opportunities for mass

and collective work; - the inaccessibility of real communication, which cannot be programmed, including in an interactive mode[9]. The listed defects do not provide an opportunity to use electronic textbooks as the main way of learning English, especially at school, leaving them an additional, mainly training, role. Telecommunications have much more opportunities in this regard, but due to unresolved technical and methodological problems in real time, its role is still small.

A modern computer includes the functions of a TV, VCR, book, calculator, telephone and is considered a universal device capable of simulating all kinds of linguistic situations, it has the ability to quickly and efficiently respond to the influences and demands of the student. This teaching method also makes it easier for teachers to conduct lessons: it can help them assess the capabilities and knowledge of the student, inspires them to find modern, non-traditional forms and ways of learning, and provides space for pedagogical creativity. At the same time, the computer does not replace the teacher, but only supplements him, playing the role of a tool that, when used correctly, significantly increases the effectiveness of the pedagogical process[8].

English, like any other, has a communicative function. As a result, as an academic subject, it is considered at the same time both the goal and the means of study. More than a billion different multimedia files in English are posted on the Internet, containing educational, methodological and scientific information, in fact, which allows you to organize operational consulting support, simulate research work, conduct virtual training sessions (seminars, lectures) in real time[3]. New requirements of society to the level of development and education of the individual, new living conditions must change the content, means and methods of the pedagogical process. In this situation, there is a natural and quite acute need for new concepts, methods and technologies of teaching.

The use of multimedia tools and the creation of presentations help the teacher to bring the effect of visualization even to lectures and help students to assimilate the material faster and in full[1]. The

advantages of a computer presentation include: facilitating the teacher's work in ordering and preserving the visual material necessary for a particular lesson; the opportunity to present carefully prepared information in an attractive way; helps to organize all the material and build it, following the logic of presentation and store it in one file; the safety of visual materials and the possibility of their correction; 20 the student (if necessary) can independently return to that part of the information that he has not learned; commenting on the material that is on the slides, the teacher can dwell on certain points in more detail; the most important information on a slide can be highlighted by animating it. All this increases interest in learning and contributes to a better assimilation of the material of any academic discipline, including a foreign language. According to Palmer H, the use of PowerPoint multimedia presentation in the educational process simplifies the use of various types of language and speech exercises: imitative, substitutional, transformational, reproductive.[7]

The main goal of teaching English is the formation of communicative interaction (upbringing, educational, developmental component), which is realized in the process of implementing this key goal. The communicative method involves teaching communication and the formation of the ability for intercultural interaction, in fact, which is considered the basis of the Internet[5]. In modern times, preference is given to communication, interactivity, authenticity of communication, the study of the English language in a cultural context, autonomy and humanization of study. These aspects of learning make it possible to develop intercultural competence as a component of communicative ability[4]. The ultimate goal of learning English is considered to be teaching free orientation in a foreign language environment and the ability to properly cope with all kinds of circumstances, i.e. communication. Nowadays, modern methods with the introduction of Internet resources are opposed to the classical teaching of the English language. To teach communication in English, it is necessary to explore real, true actual situations (that is, what is actually

called the principle of communication authenticity), which will initiate the study of the material and promote adequate behavior. This problem can be corrected by modern technologies, in particular the Internet[7].

Interactivity is "the unification, coordination and complementarity of the efforts of the communicative goal and the result by speech means." By teaching a true language, the Internet can help in developing conversational skills and abilities, as well as in teaching vocabulary and grammar, ensuring true intrigue and therefore efficiency.

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